

CANYONS
School District

**CRISIS RESPONSE
MANUAL**



Crisis Response Manual

Canyons School District Crisis Response Manual serves as standard operating procedures for the school crisis team to refer to and use during traumatic incidents. The manual contains brief general information, guidelines, example scripts, and parent resources.

For more detailed information and resources, please refer to NASP PREPaRE materials that are provided during Canyons School District PREPaRE Crisis Response Training.

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Canyons School District Crisis Response Manual General District Information

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CRISIS RESPONSE: ROLES AND RESPONSIBILITIES

Crisis Team (School and District)

- Communicate with school administration to determine facts and needs
- Organize a plan of action
- Create documents for communication to students, parents, and community
- Assign team members to specific roles and responsibilities
- Gather materials and follow procedures to help with classroom visits, small group counseling, and individual counseling
- Keep log of all students you meet with and who may need additional supports
- Contact parents, as necessary, for any students met with by the crisis team
- Communicate follow up needs of faculty and students
- Following crisis, debrief crisis response with administration and crisis team

Office Assistants

- Obtain facts and direction from administration
- Remove student from calling list and any notifications
- Be prepared with talking points for phone calls and questions
- Act as a liaison for students needing further supports
- Organize any food and water for crisis team and administration

SCHOOL ADMINISTRATION

- *Gather necessary information. Contact your school performance director.
- *Contact Responsive Services Department director.
- *Notify school crisis response team and necessary staff. If needed, arrange for substitute teachers and additional district supports.
- *Contact family of affected students
- *Determine appropriate security and removal of student belongings.
- *When necessary, work with Communications Department on statements for public/press and letter to be sent to community
- *Conduct a staff meeting before school to disseminate information and inform staff about the plan of action

Site Counseling Team

- Meet with administration and crisis team to understand necessary facts regarding the crisis incident and plan of action
- Clear schedule when necessary
- Be available for crisis response responsibilities including classroom visits, group counseling, and individual counseling
- Attend staff meeting
- Conduct crisis counseling
- Assess further needs of students and school
- Contact parents of students met with
- Follow up with students as needed
- Debrief crisis response with administration and team

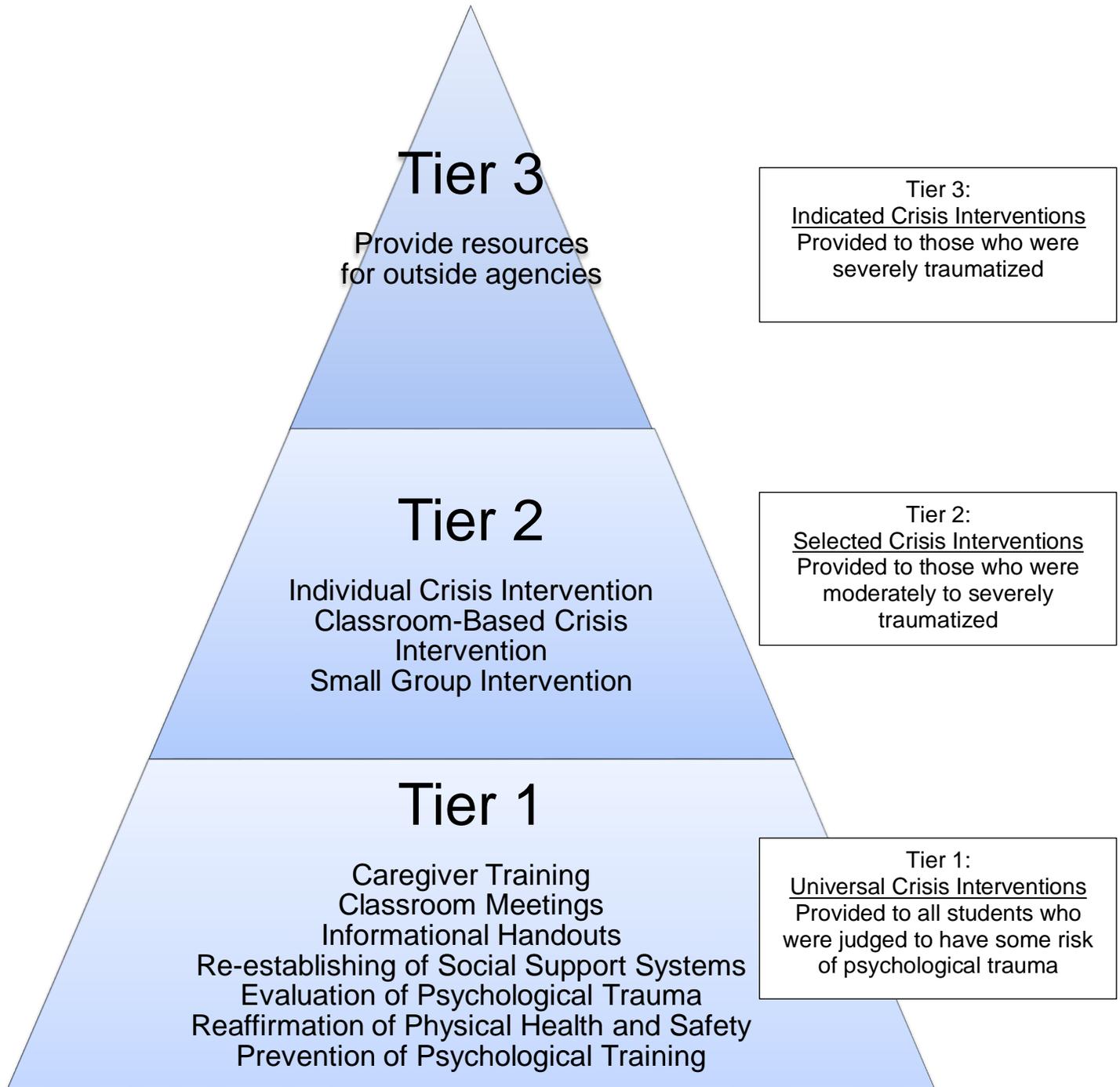
Teachers and Staff

- Attend staff meeting
- Understand facts and plan of action
- Dispel rumors
- Help identify students needing support
- Monitor classroom and hallways for signs of distressed students
- Refer students to counseling center. Do not let student walk to counseling center alone
- Adjust instruction and planned assessments, if necessary
- Work with crisis team and administration to coordinate follow-up activities



Crisis Response Manual

Levels of School Crisis Interventions



Note. Adapted from "Best Practices for School Psychologists as Members of Crisis Teams: The PREPaRE Model" (p. 1495), by S. E. Brock, A. B. Nickerson, M. A. Reeves, and S. R. Jimerson. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V*, 2008, Bethesda, MD: National Association of School Psychologists. Adapted with permission. Copyright 2011 by the National Association of School Psychologists, Bethesda, MD. Reprinted with permission of the publisher. www.nasponline.org



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Principal's Immediate Action Procedures

Information gathering

- Clarify facts about crisis
- Verify information, contact police, hospital or if necessary the family
- Notify Your Performance Director and Responsive Services Director

Action Plan

- Assemble School Crisis Team (administrators, counselors, school psychologist and/or school designee)
- Call District Crisis Intervention Team, if needed
 - BJ Weller – Responsive Services Director 801-577-7420
- Share facts with team and determine action plan
- Activate school's crisis plan
- Call seminary and CTEC, if appropriate, or request assistance from Performance Director
- If applicable, clean out deceased student's locker and give personal belongings to the family, when appropriate
- Arrange for a safe space where students who are affected can come for counseling services
- Maintain normal school routine as much as possible

Notification Procedures

- Communications Department will notify appropriate schools if other siblings are involved
- Identify an administrative assistant to answer all calls regarding the crisis
 - If necessary, assist in preparing a statement to be read to callers (see "Guide for Office Staff"). Limit information in regards to confidentiality and misinterpretation (Communications Department will assist)
- Refer media to Communications Department
- If applicable, make sure that the student(s)' name(s) are removed from the automated calling system
- Suggested announcements to faculty/staff (see "Crisis Communication Guidelines")
 - Memo to faculty and staff
 - Emergency faculty meeting
 - Active calling tree to reach faculty during nights and weekends
- Announcement possibilities to students and parents
 - Crisis team visits each classroom. Recommendation that they go in pairs; one person to deliver the message and one person to watch for reactions from affected students
 - Identify students who may be more acutely affected because of exposure to the crisis and check with them individually or in a small group
 - Prepare parent letter and handouts (Communications Department will assist)

Debriefing

- Review events of the day. Plan for the following day
- Consider reactions of faculty/staff and crisis team. Refer CSD employees to Blomquist Hale Counseling, as needed. Counseling services are provided by Blomquist Hale for all employees and their families, at no charge
- Create a follow-up plan for at-risk students
- Contact parents of students who were seen by crisis team

Funeral

- Announce funeral arrangements when they become available
- Send a representative to viewing and funeral
- Arrange for staff attending the funeral
- Arrange for support personnel at funeral, if necessary



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School Crisis Team Death of a Student: Initial Procedures

- Assemble crisis team
- Reschedule pending activities to accommodate crisis response
- Share Facts
 - How much information parents want disclosed
 - Funeral arrangements
- Identify staff and close friends of deceased and how are they impacted
- Identify students and staff indirectly impacted, including siblings and friends at other schools
- Discuss notification of staff and students (see “Crisis Communication Guidelines”)
 - Take appropriate action, dispel rumors
 - Do not make announcement at the end of school day when there is no time to provide services and support
 - Consider staff phone tree, email, individual memorandum or staff meeting to notify staff
 - If possible, notify some students (best friends) and staff prior to the entire student body
 - Provide a brief, accurate description of death, information on funeral arrangements and condolences
- Pull student attendance card, exit from computer
- Refer media to CSD Communications Department
- Arrange for crisis room; counseling office, library, etc.
- Review “Principal’s Immediate Action Procedures”
- Maintain normal school routine, as much as possible
- School representative make contact with family



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Crisis Counseling Services

When a crisis occurs in school, it is generally better to keep the students at school rather than sending them home early. When a suicide or accidental death occurs within a school, other students are immediately at high risk. Students need a supportive environment in which to express grief and work out their feelings. Students need a structured experience to talk about the death of a young person. Teachers and counselors are sources of sound information and helpful reassurance. The following are suggestions for the various roles necessary to facilitate an effective crisis response:

Arrange faculty meeting to provide staff with facts and guidelines in dealing with grieving students

- Teachers should allow opportunity to discuss student's death
- Elicit help identifying and referring high risk students or staff
- Provide assistance to teachers as needed
- Arrange follow-up meeting to discuss needs of staff

Provide small group or individual counseling for students

- Groups may include close friends and/or a broader combination of peers
- Discuss the facts that the family has agreed we can share; how, when, where, what
- Encourage students to express their feelings, attempt to normalize grief
- Make students aware of school and community resources
- Contact parents/guardians of high risk students
- Arrange for follow-up discussions as needed and support for high risk individuals

Debrief with crisis team and staff to review events of the day, revise intervention plans and monitor staff reactions

Considerations

- If possible some students (close friends) or current teachers should be notified prior to the entire student body
- Invite close associates to a group meeting at specified site with a counselor. Peer counselors are recommended as group members, not as group leaders
- Parents of distressed and at risk students should be notified by school personnel
- Avoid assemblies or other memorials that could glamorize suicide or contribute to contagion
- Refer to "Memorials: Special Considerations When Memorializing an Incident"

Crisis Incident Student Meeting Log

Date	Student Name	Notes	Parent Contacted
			Yes/No



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Evaluation of Crisis Response

Questions Used by Administration and School/District Crisis Team to Help Evaluate the Process of Crisis Response and Recovery Implementation

Which interventions were most successful and why?	
What were the positive aspects of staff crisis response and why?	
What immediate response and longer-term recovery strategies would you change and why?	
Do other professionals need to help with future crisis?	
What additional training is necessary to prepare for future crises?	
What additional equipment is needed to support immediate response and longer-term recovery efforts?	
What other planning actions will facilitate future immediate response and longer-term efforts?	

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

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Guide for Office Staff

Guidelines for office staff during crisis

- Activate phone tree
- Make sure no automated phone calls go to the family regarding the student's absence. Withdraw the student as instructed by the administration**
- Confer with administration to determine information to be released to community. Have all pertinent phone calls routed to one designated person
- Safely store student's personal belongings
- Act as liaison for students:
 - Requesting counseling services
 - Wanting to check out of school
 - Needing parental attention
- Record information regarding students on a log. Share information with administration, counselors, and/or crisis team as necessary

Guidelines for Answering Parent Questions

- Listen to them
- Express empathy
- Only verify the facts that are authorized to be released
 - Dispel myths and rumors
 - Do not sensationalize crisis
 - Do not confirm death by suicide. Use term "unexpected death of a student"
- Reassure what is being done for the students

Sample Script

"Currently, our school crisis intervention team is engaged in a number of different activities designed to help our students understand and cope with this tragedy. We have school and district counselors available for students to talk to as needed. If you feel your student would benefit from talking to someone, please let us know and we will let the counselors know."



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Crisis Communication Guidelines

Communication with Students and Parents

- Avoid PA announcements or large assemblies to convey information about crises
- When necessary, information should be written in a prepared statement that can be read to individual classrooms by school personnel (i.e. teacher, counselor, administrator, psychologist)
- A basic template of a prepared written classroom script can be found in PREPaRE Workshop 2 Handout 21

Example Script

"I have some very sad news to share with you. John Doe, a third-grade student here at ABC elementary school, died in a car accident last Saturday Afternoon. The family is planning the funeral and it will probably be on Thursday afternoon of this week. We will let you and your parents know when we have more information about this. When something like this happens, people often have a lot of questions and I would like to answer any questions you many have. I may respond by telling the facts, saying "I don't know," telling you to talk with your parents, or I will ask you to wait for me to get back to you. I also want to let you know that different people react to this type of event in different ways, and that is Ok. Some people cry, others have trouble eating or sleeping, some people find it hard to do work, and others don't have much of a reaction at all. If you want to talk to someone about your feelings or reactions regarding John's death, tell me and I can make sure to excuse you to the library where adults are available to help. Does anyone have any questions?"

- Send message home to guardians when necessary

Deciding Who Should Communicate with Students

- A person familiar to the students should be present
- A mental health professional should assist or lead the discussion when necessary
- Two adults should be in the room when delivering the message; one to convey message to students, and one to watch for adverse student reactions

Sharing Facts with Students

- Use brief and simple explanations
- Use developmentally appropriate language
- Allow student to ask questions in order to dispel misunderstandings and clarify facts
- Avoid using euphemisms (i.e. "went to sleep and did not wake up")
- Balance information with reassurance about what is being done to keep students safe

Communicating with Students Close to the Event

- Consider using the following approaches as necessary (more information found in PREPaRE workshop 2)
 - Group based crisis intervention
 - Classroom based crisis intervention
 - Individual based crisis intervention
 - Referrals to outside agencies

Answering Students' Questions

- Provide only verified facts
 - Don't minimize or ignore the truth
 - Use developmentally appropriate language
 - Expect to repeat facts
 - Do not give unnecessary details
 - Avoid sensationalizing or speculating
 - Do not confirm death by suicide. Use language of "unexpected death of a student"
- Allow student to ask questions
 - Dispel rumors
 - Let the students' questions guide the sharing of information
 - Tell them that you will give three responses:
 - ✦ "These are the facts"
 - ✦ "I don't know"
 - ✦ "Talk with your parents"
 - Reassure students about what is being done to keep them safe
 - Remind students of procedures in case a student needs more support

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

Hospice. (n.d.). *Talking to children about death*. Retrieved from <http://www.hospicenet.org/html/talking.html>

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Technology Use in Crisis Response

Following a crisis event, students are likely to use social media sites to communicate about the event. The school can also use social media in efforts to reach as many students as possible, as well as, provide resources and supports.

Rumor Control/Triage

Following a crisis, students will most likely turn to the internet and social media to obtain information and communicate with others. It is important that schools monitor social networking sites and determine what information and rumors are being distributed. By monitoring these sites, schools can address rumors and provide students with the facts at school the days following the event.

Information and Resources

Schools can use their websites and social media to promote resources for support in times of crisis. Do not post memorial type messages or personal information relating to students and their families on websites or social media.

Suicide Risk & Technology

Following a suicide, students often use the deceased student's profile pages to memorialize and discuss the event. Consequently, they may increase risk of contagion and individuals may express their own suicidal ideation. Schools can take the following steps to minimize risks and to support students:

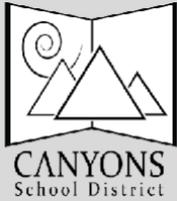
- Find student profiles on various social media sites
- Monitor profiles and sites for harmful messages, rumors, and/or ideation
- Post resources and use language such as: *"The best way to honor those we've lost is to seek help if you or someone you know is struggling. If you are feeling lost, desperate, or alone, please contact...."*
- Contact parents of students who post concerning messages and encourage them to talk to their student and monitor their social media profiles
- Make sure student led, school-sponsored social media sites are not posting memorializing messages

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

Suicide Prevention Resource Center. <http://www.sprc.org> Lifeline Online Postvention Manual, Suicide Prevention Resource Center, Education Development Center Inc.

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Memorials: Special Considerations When Memorializing an Incident

When a crisis occurs that involves a tragic loss, students, parents, and/or faculty often request opportunities to memorialize or remember the person or event. School and district administration need to address requests for memorials with caution and discernment. Contact district level crisis team administrator before any memorials are put in place.

Memorial Best Practices

Memorials can serve a purpose of helping students heal by expressing their grief, support to others, as well as normalize feelings. It is important to encourage students to participate in activities that will promote coping strategies and supporting each other. However, when a school is approached with recommendations for memorials, careful planning and discussion should occur before any decision is made. Questions should include but are not limited to:

- Is there potential for re-traumatization?
- Are there design, perception, and/or political implications?
- Are there memorial policies in the school district?
- What are the long-term implications of the memorial?
- Can you do the same memorial for every student? (What you do for one, you should do for all.)

Canyons School District recommends refraining from participating in any type of school-sponsored memorials. In rare cases, temporary memorials may be considered but should be discussed and agreed upon by the school administration and the District crisis support team. Temporary memorials should allow students and faculty to express their grief in a positive and constructive manner. Temporary memorials that may be appropriate include a message on poster that students can sign and is given to the family, creating cards that are given to families, and flowers sent to family. Temporary memorials should be short term and can be given away as a gift or donation.

*School administration should consult the District crisis support team before participating in any memorials.

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

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Letter to Parents Example

Dear Parents,

The administration, faculty and staff of (School Name) want to express our appreciation for the support you have shown our school community as we've faced a time of intense difficulty. We are proud to be a part of a community that strives to unite, in ways both big and small, as we address challenges at our school and beyond. As a community, we are grieving (description of incident). Traumatic events can be difficult and, like adults, adolescents express emotions by grieving. Yet adolescents may not demonstrate grief in the same manner. The following information is provided for parents and others who may find themselves in a position of guiding an adolescent through the grieving process. In addition, if the children in your family need extra assistance, the school's counseling center is available to provide services. Students also have access to licensed counselors at the University of Utah's Neuropsychiatric Institute via the mobile app, SafeUT. Please read the information below and let us know if we can provide additional support to help you and your families.

Signs of Grieving in Children and Adolescents

- Sadness, anxiety, chronic fatigue, anger, denial, shock, confusion, extended depression. Watch for changes in their normal behavioral functioning.
- Inability to sleep, nightmares, loss of appetite, prolonged fear of being alone
- Frequent physical complaints such as stomachaches and headaches

Helping Children and Adolescents Grieve

Long-term denial or avoidance of grief is unhealthy for children and may resurface later with more severe problems. Here is a list of things you can do to help a child overcome grief:

- Answer their questions simply and honestly. Only offer details that they can absorb. Don't overload them with information.
- Give them a chance to talk about their fears and validate their feelings. Offer a simple expression of sorrow and take time to listen.
- People are repetitive in their grief. Respond patiently to their uncertainty and concerns. It can take a long time to recover from a loss.
- Adolescents can be physical in their grief. Watch their bodies and look for any changes.
- Some adolescents need to talk about a traumatic experience all the time and others don't want to talk at all. This is normal. While it is important not to force adolescents to talk about their experiences, it is also critical for parents to let them know they are willing and available to listen.
- Giving adolescents choices helps them feel some control when their environment has felt out of control. Choosing food, clothes, what games to play—any appropriate choices—can be helpful.
- Adolescents still need discipline. It helps them feel safe to know their parents won't let them get away with too much and that normal rules still apply

- Parents will want to establish daily routines as soon as they can. Meals, bedtimes and other regular parts of their day can help adolescents feel comforted and know what to expect.
- Sometimes students react to trauma and stress with anger. They may feel it gives them a sense of control. Adults should be understanding but hold adolescents responsible for their behavior. It is not OK to hurt others and break other home and school rules, even if students are stressed.
- Parents should remember to take good care of themselves, too. This will help them have the energy necessary to take care of their children. Their ability to cope with traumatic events will help their children cope, as well.
- The following websites provide additional resources parents:

<https://www.canyonsdistrict.org/safe-schools/school-climate-social-emotional-supports/>



Crisis Response Manual

Classroom Meeting Script Example

The following provides an example of the script and classroom meeting outline that might be provided to students following a crisis incident.

“I have some very sad news to share with you. (Student Name), a third-grade student here at (School Name), died in a car accident last Saturday afternoon. When something like this happens, people often have a lot of questions, and I would like to answer any questions you may have. I will answer by telling you the facts, or by saying “I don’t know,” or telling you to ask your parents or wait for me to get back to you. I also want to let you know that different people react to this type of event in different ways, and that is OK. Some people cry, others have trouble eating or sleeping, some people find it hard to do work, and others don’t have much of a reaction at all. If you want to talk to someone about your feelings or reactions regarding the incident, tell me and I can make sure to excuse you to the (Location) where adults are available to help. Does anyone have any questions?”

When answering questions, please remember the following:

- Provide only verified facts
 - Tell the truth (don’t ignore or minimize it)
 - Use developmentally appropriate language
 - Expect to repeat facts
 - Do not give details that students do not ask for
 - Avoid sensationalizing or speculating
 - Do not confirm death by suicide. Use language of “unexpected death”
- Allow students to ask questions
 - Let them know what is a rumor, and dispel rumors
 - Let student questions guide the information shared
 - Tell them you will give one of three responses
 - ✦ The facts
 - ✦ “I don’t know”
 - ✦ “Talk with your parents”
- Reassure students about what is being done to keep them safe. In addition, explain the referral procedures for students needing more support.

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

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Crisis Response

Parent Resources

Normal Coping

In any given crisis event, the goal is for the affected persons to restore basic problem-solving skills and for them to return to their pre-crisis level of functioning (Sandoval & Brock, 2009). Caregivers should have an understanding of the basic framework and elements of normal-coping.

Coping Skills

Students should understand the crisis in a productive manner

- Rationally thinking through and preparing for crisis event consequences
- Reframing the event
- Discerning when he/she is physically or emotionally ready to address crisis situation and consequences

Students should confront the crisis reality

- Seeks out crisis facts
- Seeks out support systems or persons
- Addresses crisis-generated problems
- Adapts to new relationships and activities which may have changed following a crisis

Students should manage crisis reactions and regulate emotions

- Effectively managing emotions generated by crisis
- Talking with supportive adult about feelings generated by crisis event
- Accepting crisis and responding to the problem

Resources

- Sandoval, J., & Brock, S. E. (2009). Managing crisis: Prevention, intervention, and treatment. In C. R. Reynolds & T. B. Gutkin (Eds.), *The handbook of school psychology* (pp. 886-904). New York, NY: Wiley.
- Moos, R., & Billings, A. (1984). Conceptualizing and measuring coping resources and processes. In L. Goldberger & S. Breznitz (Eds.), *Handbook of stress: Theoretical and clinical aspects* (pp. 109-145). New York, NY: Macmillan

Note. Adapted from School Crisis Prevention and Intervention: The PREPaRE Model (pp. 11-12), by S. E. Brock et al., 2009, Bethesda, MD: National Association of School Psychologists.

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Crisis Response

Parent Resources

Warning Signs of Traumatic Stress

During a crisis event and immediately following a crisis event, emotional, cognitive, physical, and behavioral reactions are normal and are often expected. With the support from caring adults, these reactions will be short term, usually tapering off within a few weeks.

Common initial crisis reactions may include:

- | | | |
|---|---|--|
| <input type="checkbox"/> Shock | <input type="checkbox"/> Anger | <input type="checkbox"/> Fear |
| <input type="checkbox"/> Guilt | <input type="checkbox"/> Grief | <input type="checkbox"/> Impaired Concentration |
| <input type="checkbox"/> Confusion | <input type="checkbox"/> Self-blame | <input type="checkbox"/> Sleep disturbance |
| <input type="checkbox"/> Somatic complaints | <input type="checkbox"/> Social withdrawal | <input type="checkbox"/> Refusal to go to school |
| <input type="checkbox"/> School impairment | <input type="checkbox"/> Regression in behavior | |

In some cases, students may exhibit prolonged crisis reactions and/or maladaptive coping strategies. In such cases, this may call for the need of mental health services. Refer to table below for warning signs when mental health intervention may be necessary.

Enduring Warning Signs and Indicators of the Need for Mental Health Intervention	
Reduced awareness of surrounding Emotional numbness or detachment Amnesia Feeling as if in a dream world Fear Helplessness Horror Panic attacks Easily startled Difficulty falling or staying asleep Feelings of hopelessness and worthlessness	Loss of interest in most activities Persistent fatigue Lack of motivation Delusions Hallucinations Bizarre thoughts or images Extreme substance abuse or self-medication Suicidal or homicidal thinking Extreme anger or abuse towards others Taking excessive precautions

Developmental and Cultural Variations

It is important to note that students will exhibit crisis reactions dependent on their level of development and their cultural and religious beliefs. For example, younger children may have a more difficult time expressing their feelings and may experience nightmares at a more frequent rate than older children. The caregiver should be keen to any developmental and/or cultural variations that may exist.

Resources

aBernat, Ronfeldt, Calhoun, & Arias (1998); Ehlers, Mayou, & Bryant (1998); Grieger, Fullerton, & Ursano (2003); Koopman, Catherine, & David (1994); Lawyer et al. (2006); Tichenor, Marmar, Weiss, Metzler, & Ronfeldt (1996); Weiss, Marmar, Metzler, & Ronfeldt (1995). bBernat et al. (1998); Brewin, Andrews, & Rose (2000); Lawyer et al. (2006); Simeon, Greenberg, Knutelska, Schmeidler, & Hollander (2003); Viaiva et al. (2003). cGalea, Ahern et al. (2002); Galea, Vlahov (2003); Lawyer et al. (2006); McFarlane & Yehuda (1996); Tucker, Pfefferbaum, Nixon, & Dickson, (2000). dFrommberger et al. (1998). eGracie et al. (2007); Kaštalan et al. (2007). Azarian & Skriptchenko-Gregorian (1998); Berman, Kurtines, Silverman, & Serafini (1996); de Wilde & Kienhorst (1998); Matsakis (1994); McNally et al. (2003).

Brock, S. E. (2009). School crisis prevention and intervention: the PREPaRE model. Bethesda, MD.: National Association of School Psychologists. Psychosocial Issues for Children and Adolescents in Disasters, by A. H. Speier, 2000; and Disaster mental Health Services, by B. H. Young, J. D. Ford, J. I. Ruzek, M. Friedman, and F. D. Gusman, 1998.

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Crisis Response

Parent Resources

Stress Management and Adaptive Coping Strategies

Coping Strategies for Dealing with Traumatic Stress Reactions

- Talk with others who have been through the same crisis experience
- Participate in local, state, and national associations or groups that aim to prevent future crises
- Incorporate physical exercise into your routine
- Get normal amounts of rest and sleep
- Avoid alcohol and drugs
- Maintain normal routines and comfortable rituals
- Eat well-balanced and regular meals
- Surround yourself with support
- Pursue your passions (don't feel guilty about finding pleasure in life)
- Practice stress-management techniques (e.g. meditation, progressive muscle relaxation)
- Embrace your spiritual or belief systems

Stress Management Resources

- Stress Management and Emotional Wellness (Optimal Health Concepts).
<http://www.optimalhealthconcepts.com/Stress>
- Stress Management: How to Reduce, Prevent, and Cope With Stress (HelpGuide.org).
http://www.helpguide.org/mental/stress_management_relief_coping.htm

Resources

"Certification of Advanced Training and Specialization in Crisis Intervention Skills and Strategies." Workshop presented by S. E. Brock, et al., (2003) at the California Association of School Psychologists' Summer Institute, Lake Tahoe, CA.

Brock, S. E. (2009). School crisis prevention and intervention: The PREPaRE model. Bethesda, MD.: National Association of School Psychologists.

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Crisis Response

Parent Resources

Resources on Responding to Children's Crisis Reactions

1. A National Tragedy: Helping Children Cope (handout from the National Association of School Psychologists [NASP])
http://www.nasponline.org/resources/crisis_safety/terror_general.aspx
3. Coping With Traumatic Event (U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration [SAMHSA])
<http://www.samhsa.gov/trauma/index.aspx>
4. Tips for Survivors of a Traumatic Event: What to Expect in Your Personal, Family, Work, and Financial Life (SAMHSA)
http://www.samhsa.gov/MentalHealth/Tips%20for%20Survivors-What%20to%20Expect_LOW_RES.pdf
7. Helping Children Cope With Loss (Mental Health America [formerly NMHA])
<http://www.nmha.org/index.cfm?objectid=C7DF9628-1372-4D20-C884BF860DEF0A67>
10. Tips for Helping Students Recovering From Traumatic Events (U.S. Dept. of Education)
http://www.ed.gov/parents/academic/help/recovering/part_pg9.html
11. Coping With Crisis—Helping Children With Special Needs: Tips for School Personnel and Parents (NASP)
http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx
12. NASP School Safety and Crisis Resources, Crisis Resources in Spanish and Other Languages (NASP)
http://www.nasponline.org/resources/crisis_safety/index.aspx

Resources

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